

Country Leader

And Ellendale Commercial.

ELLENDALE, DICKEY COUNTY, NORTH DAKOTA, THURSDAY, DECEMBER 20, 1917.

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DEDICATE MODEL RURAL SCHOOL AT N-I

Students, Parents, Teachers and Seniors of State School
Witness Dedication Exercises and Listen to Fine
Addresses at Recently Completed Building
on N-I Campus Last Tuesday

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The Model Country School, or as some prefer modestly to call it, the Rural Demonstration School, under the supervision of the State Normal and Industrial school, which has been under process of construction on the N-I campus during the past summer, was dedicated Tuesday afternoon in a very impressive and appropriate manner. Rev. A. R. Evans offered the invocation and the children of the school sang several songs. Besides the speakers and the teachers and faculty directly interested, the school was well filled with the students and their parents, the patrons of the school, and the Senior students of the normal school.

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building of this character, which would give a good conception of the standard in equipment and appointments as well as in training which should be maintained in any country school. A little more than a year ago the plans were commenced. The need was recognized by the Legislative Assembly, but owing to the financial condition of the state at that time, the appropriation for the building had to be cut off and left out of the state's plans. But a number of people were found who were ready to co-operate in building the institution, and on the theory that the state had authorized it, and with some money from another fund that could be used for the time, the building was started. Arrangements were made with the people of the Dickey district, and the district lying around Ellendale, and though the building was not completed, the school has been in session in another building for three months.

The sole purpose is to set up a standard, to demonstrate how a school should be equipped and managed to maintain the school at its highest efficiency.

Miss Mattie Crabtree, the county superintendent of schools, spoke briefly, expressing gratitude to the Normal and Industrial school for this opportunity given to normal students, teachers and country people to see a school of high standard along rural lines. She said that thirty percent of the teachers of the county are alumni of this institution, and seventy percent of them have received academic training here. The motto "noblesse oblige" is especially applicable to normal school students, and the county schools have a right to demand leadership of a high type. True education is ever for an unselfish purpose. The motto and aim of the school should be service, and the county school should be dedicated to two types of service; first, the service of building up complete human lives in perfect balance; and second, community service, uniting and developing the community. Mr. Frank Bohling, the president of the Independent school district, spoke a few words of gratitude and appreciation on behalf of the local school boards.

In the absence of the Hon. Chas. Brewer, secretary of the state board of regents, Professor A. P. Hollis of Valley City gave a very practical and informing address. He spoke of the necessary background of knowledge that we must have before we could learn anything, and remarked that this room where they were meeting would be largely dedicated to work with the hands. We never really learn anything until we have worked out part of it with our hands. The most serious charge that can be made against the one-room school is that it is not equipped to furnish boys and girls with real live life material. We used to get pupils to recite from books until we forgot what things looked like. Words, words, instead of things, and yet words are only the ghost of things, the things with which we are dealing every day.

He spoke of the schoolhouse as the public building, often the only public building in the community. It is the institution that all the people own,

gun to spend enough money in education. It is the biggest interest in life. He thought of the future of the farming population of the state, and saw how they were rising into politics, and said it behooves us to see that they get the best education possible, equal with the city boys and girls. Business men, he said, scoffed at the idea of uneducated farmers attempting to run the state government. We must see to it, he continued, that such an attitude be made impossible by giving country children an equally good education with city children, putting business men and farmers upon a plane of equality and brotherhood, and that all the children go to, where all the families are represented. It should be the best, and the amount put into it should not be less than the best farm in the district. The standard of the best home should be the standard of the school. He said we had not be-

Miss Florence Marsh, the model country school teacher, spoke more particularly to the patrons of the school, and emphasized the fact that the school is a part of the home, and that there should be cooperation be-

that there should be cooperation between parent and teacher. She said that children should be early made to feel a sense of social responsibility and respect for public property and the rights of others. She spoke of the model school as a pioneer movement and besought the patience and co-operation of parents in working out their problems this year.

Remarking that every great work has its beginnings in the mind of some person who has an ideal to work out, President Black called upon Professor O. E. Combellick, the head of the normal department, who is largely responsible for the building, to make a statement of the purpose and intent of the structure. Professor Combellick briefly outlined the ideals which led him to plan this work and building. He spoke of the need of bettering rural schools to enrich and enlarge the life of rural people, and enable them to serve the rural community better. While giving them in equipment and training equal opportunities for education with city people, he sought to give them something adapted to rural needs, and to enable

adapted to rural needs, and to enable them to work out rural ideals which in some things differ from city ideals. For this school they wanted children in sympathy with country life, and specialists in sympathy with rural life. It was to be a standard, that the normal students may see a rural school working under the best conditions. They had endeavored to make a structure that would be a first class standard one-teacher school. In the main room the lighting space at the left and back of the pupils equals 20 percent of the floor space, and there are 200 cubic feet of space for each person expected to be there. The main room seats comfortably thirty pupils. The doors have glass panels and the rooms are so located that the teacher may be at one point and supervise every room at one and the same time—the three study rooms, the library or book room, the cloak room and hallway or entrance. The south room may be used for manual training or the work of agriculture, and the west room may also be used for home economics. By taking out the slate or hylo-plate partition be-

and the west room may also be used for home economics. By taking out the slate or hylo-plate partition between the main room and the south room, they become practically one for community purposes and public occasions, with just a natural and convenient division between the speakers or players and the audience. On such occasions the library very conveniently serves as a dressing room for costumes in school plays, and refreshments may be carried through the lobby and served from the home economics room. In the basement, sanitary, well equipped inside toilets and wash rooms are conveniently located, and there is a play room highly serviceable during a large part of the year. The seats are not fixed or stationary and can be cleared away at any time.

Having in mind the various uses to which country schoolhouses are put, it is also conveniently arranged for preaching services and for Sunday school. There are four fine Sunday School class rooms. The approximate cost is \$4000. There is noth-

I ing in the whole building which may not be obtained by any rural community, no matter how far from town, with the exception of the steam heat, which is supplied from the Normal-Industrial plant, and to install this probably cost more than a heating plant or furnace.

Mr. N. C. Macdonald, the State Superintendent of Public Instruction gave a lengthy and interesting talk on Progress. It was full of humorous witticisms, and packed with common sense and wisdom. By reference to all kinds of modern scientific and mechanical inventions, and changing ideals, and growing institutions, he illustrated the progress of the age and then convincingly pointed out that our rural school system had not kept pace. He recognized it as a condition which had grown through natural causes, over which the farmer had little control, and for which no one in particular was responsible, but a condition that must be remedied. Such a large proportion of the boys and girls live upon the farm and in a few years the control of the state will

few years the control of the state will be in their hands, and it is exceedingly important that they should be educated. We must, he said, finally come to the situation when the rural schools of the state will match up, item by item, with the city schools. Until that time the boys and girls of the country will not receive what they are entitled to. Mr. Macdonald stated that he was present when an appropriation was asked for this school. The Governor said, "I have come to the place where you must let us have \$5000." But the preceding legislature had made appropriations of \$836,000 more than was available, and with these difficulties passed on to the present legislature it could not be done. He hoped that he and those present would live long enough to see upon the campus a model rural consolidated school. He expressed appreciation of the work of the county superintendent, and said that 30 percent of the teachers of Dickey county had normal school certificates, and that this normal school has turned out more graduates who are now teaching school, than all the other normal schools in the state combined. It

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schools in the state combined. It speaks volumes, he said, for the good judgment of your teachers and the county superintendent and the able management of the institution. Superintendent Macdonald then dedicated the school to several propositions:

First, it shall be a place where young and old shall gather together to rejoice that they are alive and have the opportunity to serve. It shall be a community center.

Second, there shall be the genius of service, that the boys and girls shall have impressed upon them that above all other joys is the joy of service.

Third, it shall be dedicated to high, worthy, noble achievement. Let it be impressed upon the boys and girls that they must not live by the sweat of other brows, but do something high and worthy.

Fourth, it shall be a place where noble character is formed, that men and women may say, "There God makes men, and there God makes women."
